Technology Integration Activity

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CAT 531

Activity Title: Flying High Around New York City with Technology: *Abuela*

Grade Level: Kindergarten - First

Purpose/Objectives

Students will:

* Use technology to learn new vocabulary words
* Use technology to develop curiosity about unfamiliar people and places
* Use technology to learn reading comprehension elements: character, setting, plot
* Use technology to make a connection between printed words and their meaning
* Use technology to publish a group product

This activity addresses the following Alabama Course of Study objectives for kindergarten English language arts located on [www.alex.al.us](http://www.alex.al.us)):

* ALA 9. Actively engage in group reading activities with purpose and understanding RL.K.10
* ALA 12 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text (RI.K.3)
* ALA 31 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (SL.K.1)

This activity addresses the following Alabama Course of Study objectives for kindergarten Technology (located on [www.alex.al.us](http://www.alex.al.us)):

* ALA 5 Practice responsible use of technology systems and applications
* ALA 7 Use digital tools to access and retrieve information

This activity address the following Alabama Course of Study objectives for kindergarten Social Studies (located on [www.alex.al.us](http://www.alex.al.us)):

* 8 Recognize maps, blobs, and satellite images

This activity addresses the following National Educational Technology Standards for Students (NETS) (located on <http://www.iste.org>)

* Communication and Collaboration
* Digital Citizenship

Description:

Beginning on Monday with teacher-directed whole group instruction, the students will view websites that will enhance their knowledge and understanding of vocabulary words and concepts that are introduced in *Abuela*. The children will work collaboratively in small groups with diverse partners throughout the rest of the week, utilizing technology to learn about a few of the important places around New York City. At the end of the lesson, the children will contrast and compare information regarding the characters and setting of two adventure texts. The class group writing project will be shared on the wiki.

Activity Preparation:

The students have been learning the concept of exploring during the past several weeks. Through various genres, which include animal fantasies, nonfiction and classic fairy tales, the students have read and discussed the question “Where will our adventures take us”? In *Abuela*, a fantasy written by Arthur Dorros, the adventure takes place around New York City.

Activity Procedure:

The children will learn vocabulary and concepts associated with New York City. They will sing, read, view, collaborate, write and create - utilizing age-appropriate digital tools and technology applications.

Lesson One – **Introduce the Concept**

Unit question - Where will our adventures take us?

When we do something exciting we call it an adventure.

Talk a picture walk through *Abuela*.

Set purpose for reading - What kind of adventures can you have in the city?

Remind the children that they have been learning about exploring. Ask if anyone call recall an adventure that we have read about. Discuss comprehension elements: characters, setting and plot.

Technology Component:

Concept talk video

Assign children to collaborative groups. They should talk and share ideas and information about previous adventures we have studied. The students will write in their journal about adventures.

Lesson Two – **Building Background Knowledge**

Display this week’s EL Poster. Point out concept words and pictures. Ask specific questions about the pictures. Show the Talk with Me Chart and discuss the amazing words for the week:

Technology Component(s):

[Abuela](http://global.fncstatic.com/static/managed/img/fn-latino/lifestyle/abuela%20melanie.jpg), [adventure](http://www.walldesk.net/pdp/1024/10/01/Snowy-Adventure.jpg), [flock](http://media.photobucket.com/user/supernaturalgirl92/media/Backgrounds/birds.jpg.html?filters%5bterm%5d=flock%20birds&filters%5bprimary%5d=images&filters%5bsecondary%5d=videos&sort=1&o=6), [harbor and city](http://rack.0.mshcdn.com/media/ZgkyMDEzLzA3LzAyL2Q2L25ld3lvcmtjaXR5LjRlNDRjLmpwZwpwCXRodW1iCTk1MHg1MzQjCmUJanBn/d597b3a0/7f4/new-york-city.jpg), [airport](http://i.usatoday.net/travel/_photos/2012/01/30/Skies-over-New-York-remain-gridlocked-SQTVCIL-x-large.jpg)

Comprehension skills video - Identify characters, setting and plot

Listen to audio text of *Abuela*

Watch amazing words concept video

Different children are assigned to work together on Day 2. They will share thoughts and ideas about Abuela and Rosalba’s adventures in New York City. Remind the children that good writers write neatly, use a capital letter at the beginning of the sentence, write sentences that make sense and use correct punctuation at the end of the sentence. After working collaboratively, the children will write in their journals. The children will illustrate their sentences.

Lesson 3 - **Places in the City**

Discuss and view some of the places that the characters saw on their adventure: airport, harbor, offices, skyscraper, factories and stores.

Technology Component(s):

Google Earth

Central Park map

Statue of Liberty YouTube video

Read assigned audio text(s) in small groups on the computer.

On the third day, the students again work with a diverse group of peers. Today the students will write on student-selected lined writing paper (bird, airplane, etc.). Tell the students they are going to publish their work on the class wiki and that they will be authors. What city would you go to? How would you get there? Use your senses. What would you see? How would it smell? How would you feel after you got there? Discuss character, setting, conflict/solution, neatness and punctuation marks.

Lesson 4 - **Compare and Contrast Comprehension Elements from Two Texts: *Abuela* and *Goldilocks and the Three Bears***

With teacher support, the students will compare the characters and setting in two adventure texts. Thought provoking questions will be asked of the students such as: How were the characters in the books alike? Where did they go on their adventure? Did the characters have a problem? How was the problem solved?

Technology Component(s):

*Abuela* video

*Goldilocks and the Three Bears* video

Read assigned Social Studies audio book *In the City*

Read assigned Social Studies audio book *Adventure in the City*

Discuss two of the adventures that we have read about.

Abuela has an adventure in the city with her granddaughter.

Goldilocks has an adventure in a cottage in the woods.

Assign small collaborative groups with diverse partners for writing activity.

Lesson Five – **Collaborative Project – Publishing**

The students’ class writing project will be completed and will uploaded to the class wiki.

Did you remember to capitalize your first letter of your sentence? Did you remember that your sentence needs to make sense? Did you remember that you have to have an end mark at the end of your sentence? Did your group talk and work together? Did you share ideas? Did you help each other? Can you tell about your writing? Did you do your best? Are you proud of your work?

Technology Component:

Collaborative Writing/Class Project will be video-taped with an iPad and uploaded the class Wiki.

Tools and Resources:

Classroom PCs

Projector

iPad

Internet

* <https://www.pearsonsuccessnet.com/>
* [Statue of Liberty for Kids Video](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CEIQtwIwBw&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DonY6D1YsGcg&ei=LR9MU4HwA-bE0gG8hYCQBw&usg=AFQjCNF2XNS6cnYmfi-E50c9zvXB3T6sGw&cad=rja)
* [Map of Central Park](http://www.centralparknyc.org/maps/)
* <http://www.youtube.com/watch?v=TdpMtnCoDTY>
* <http://www.youtube.com/watch?v=UaulRHrJGeU>
* <http://www.arthurdorros.com>
* <http://www.dltk-cards.com/writingpaper>
* <http://www.wikispaces.com/>

*Abuela* Audio Text

*Goldilocks and the Three Bears* Audio Text

*Abuela* written by Arthur Dorros, illustrated by Elisa Kleven

*Goldilocks and the Three Bears*, retold and illustrated by Valeri Gorbachev

Social Studies Concept Reader *In the City* by Alison Blank

Social Studies Concept Reader *What Can I Do?* by Alison Blank

Assessment:

* Did the students work collaboratively in diverse small groups? (Teacher observation)
* Were the students able to write about the characters from the texts? (Rubric scores)
* Could the students write and discuss the setting from *Abuela* and *Goldilocks and the Three Bears*? (Rubric scores)
* Were the students able to draw illustrations about the texts? (Rubric scores)
* Did the students work neatly on their group writing project? (Rubric scores)
* Were the students able to participate in uploading their class writing project to the wiki? (Teacher observation)

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Comments:

In addition to their writing, the children could create a city landscape using shapes, construction paper and writing materials.